

On the Green—A publication for Gallaudet faculty, teachers, and staff
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Gallaudet Fact—

Q. The most prominent renovation project on campus is at the Peikoff Alumni House, also known as “Ole Jim.” However, this is not the only building to be renovated in recent years. How many campus buildings have been renovated in the past 14 years?

A: 14 B: 3 C: 21

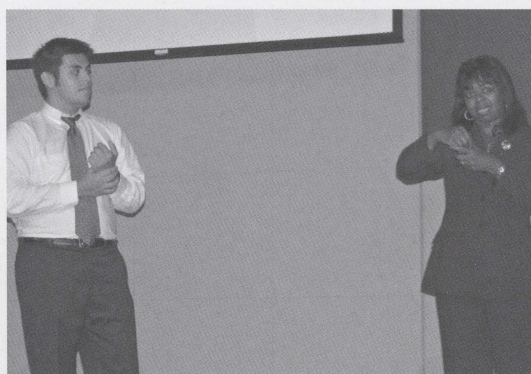
Answer on page 2.



After students and faculty returned to campus for the start of the fall semester, the University's Office of Enrollment Services and Outreach Programs and Publications hosted a celebration on August 31 to honor the Gallaudet team for its July 1 College Bowl victory at the 48th Biennial National Association of the Deaf Conference in Palm Desert, Calif. The final score in the competition was Gallaudet-103, National Technical Institute for the Deaf-55, and California State University at Northridge-13, giving the Bison team a record of six wins out of the 10 matches held to date. Pictured (from left) are: President Jordan; team members Jonathan Chanin and Drew Robarge; assistant coach Sara Robinson, now a doctoral student at The Ohio State University; Mid-Atlantic Academic Bowl coordinator Joseph Kolcun; team coach Robert Weinstock, systems trainer for Information Technology Services, who has coached Gallaudet teams to victory in four out of five matches; and Dr. Jane Fernandes, president-designate. (Not pictured are team members Andrew Phillips, a 2006 graduate, Pia Marie Paulone.)

Diversity Lecture Series

Lectures point to evidence of audism, racism from Hurricane Katrina



Graduate student Alexander Zernovoj and associate professor Carolyn McCaskill, both of the Department of ASL and Deaf Studies, present on their observations of audism and racism in Hurricane Katrina's aftermath.

A lecture series at Gallaudet for 2006-07, sponsored by the University's Diversity Fellows, opened September 6 and 7 with presentations that demonstrated how audism and racism intensified the pain and suffering of many deaf people and people of color during and following Hurricane Katrina. The lecture series is part of an ongoing plan to bring awareness and responsibility to the institution and each individual to do his or her part in creating a safe environment where individuals are respected, valued, and included at Gallaudet University.

The first lecture was given by Dr. Carolyn McCaskill, associate professor in the Department of ASL and Deaf Studies, and Alexander Zernovoj, a student in the department obtaining a second master's degree.

In her introduction, President-designate Jane Fernandes cited the staggering fact that Katrina caused the largest displacement of people since the Civil War. Later, McCaskill explained that of the 400,000 people forced to evacuate New Orleans, La., only 200,000 have returned. These numbers hint at major problems and numerous stories begging to be brought to light.

To learn more about the situation and how it had an impact on people who are deaf and hard of hearing as well as people of color, McCaskill and Zernovoj headed to New Orleans last October. As a team that also included Gene Mirus, a professor in the Department of ASL and Deaf Studies, and Sarah Stollard, a graduate student, McCaskill and Zernovoj interviewed people whose lives were heavily impacted by the storm.

After conducting their interviews, the team noticed three major issues emerging: audism and racism in the media and the community, and audism in technology.

Communication problems were a major manifestation of audism. At the beginning of their presentation, McCaskill and Zernovoj showed clips of newscasters who appeared to give urgent updates and meteorologists who pointed to ominous pictures of storm activity. However, none of these clips included captions, so the vital information was lost to deaf people. Even the emergency warnings broadcast by the Federal Emergency Management Agency lacked captions.

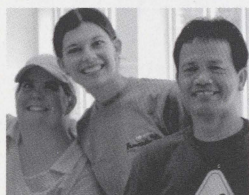
One subject in a recorded interview told of a severe shortage of interpreters, while another

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IN THIS ISSUE



Jessie Jones is one of three new academic recruiters welcomed to campus by President Jordan and President-designate Jane Fernandes.

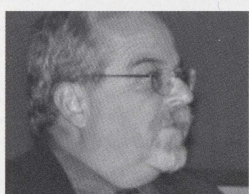


Graduate social work students hold a fundraising bake sale to support their Guatemalan Deaf Empowerment Project.



Roving Reporter

Florinda Africa recalls learning about the events of September 11, 2001.



Diversity Lecture

Richard Morin speaks about race in America at the second session in the Diversity Lecture series.

Dr. Michael Moore appointed as interim provost

(Note: The following is a September 1 memorandum from President Jordan to the campus community.)

“I want to begin by thanking the Interim Provost Identification Committee for their invaluable assistance in selecting an interim provost and for their part in making it possible to have an interim provost in place very early in the fall semester.

“I am pleased to inform you that I have appointed Dr. Michael Moore as interim provost. Dr. Moore was the candidate most highly recommended by the Committee and I concur with their recommendation. Key leaders in faculty governance also recommended Dr. Moore for the position. During my interview with Dr. Moore, I found him to have a strong and clear vision for moving Academic Affairs forward during the period of time until there is a person in the regular position. He has a commitment to begin by getting to know the perspectives and priorities of the entire Academic Affairs community, and for them to get to know him and his vision for Academic Affairs.

“Dr. Moore has deep roots at Gallaudet. He is a professor in the Department of Chemistry and Physics and previously served as chair of the department. He also has been a long-standing contributor to faculty governance, having served not only as a senator and on numerous faculty committees, but also as chair of the University Faculty. He also chaired the committee that devel-



Dr. Michael Moore

oped Gallaudet's Credo, an important University document that identifies ‘core values that serve as guiding principles for the way members of the campus community teach, study, work and live.’ Dr. Moore is an individual who personifies these values.

“Dr. Moore will assume the position of interim provost as soon as we are able to assure appropriate coverage of the classes he is currently teaching. Dr. Fernandes and I commit our full support to Dr. Moore in his role as interim provost for Academic Affairs, which includes serving as a member of the President's Council. Please join me in welcoming Dr. Moore to this position and supporting the work he will do to keep Academic Affairs focused on the future and the success of our students.” ■

Ask Aunt Sophie

Dear Aunt Sophie,

Some colleagues and I were bemoaning the fact that these days there are fewer and fewer uses of the name "Kendall Green" when referring to Gallaudet. Back in the day [and I'm not going to say how far back!] the two names were interchangeable and appeared in publications, business cards, stationery, signs—all over the place. I surely hope we don't lose the Kendall Green designation all together. It has historical and sentimental significance, being as it was the name of Amos Kendall's estate at the time he donated several acres to what eventually became Gallaudet University. What can we do to assure that name is not lost to future generations of Gallaudet students, staff and faculty?

Kendall Green Forever

Dear Hiding,

Aunty must warn you that your note will cause some people to proclaim from the roof tops that you are bats-in-the-belfry loony. How could any sane person, they will rant, introduce such a trifling matter at a time when the University is besieged with a host of earth-shattering issues?

Well, my advice is to pay these "nabobs of negativity" no mind. Just because they live in a state of perpetual mental dyspepsia doesn't mean the rest of us do. I think your issue is perfectly lovely and utterly apropos. If ever there was a time for making the connection between Gallaudet's rich past and its dynamic present and promising future, it is now.

Of course we must preserve the name "Kendall Green." To permit it to disappear would be akin to chopping down the Tower Clock or changing the design of the "coffin door." Absolutely absurd. Kendall Green Forever, indeed.

Clerc Center Happenings

Top winners in Gallaudet National Essay, Art, and Sign Contest will receive tickets to Deaflympics

The University and the Clerc Center announce that the 2007 Gallaudet National Essay, Art, and Sign Contest has an Olympian-related theme: "What does 'going for the gold' mean to you? How do you go for the gold in your life?" First-, second-, and third-place winners in all three contest categories will receive tickets to the 16th Winter Deaflympics courtesy of the Winter Deaflympics Organizing Committee.

****Note: The deadline to enter the contest is October 31.** For contest rules, entry forms, and other information, visit the contest website at clerccenter.gallaudet.edu/deaflympics/contest.html.

The Winter Deaflympics will take place from February 1-10 in the beautiful mountains that surround Salt Lake City, Utah. In collaboration with the Deaflympics Organizing Committee, the Clerc Center has created a fun, educational website on the Deaflympics: clerccenter.gallaudet.edu/deaflympics/index.html.

In addition to tickets to the Deaflympics, place winners will receive \$100 from the Clerc Center. Place winners in the essay category will also receive scholarships (beginning at \$1,000) to the postsecondary program of their choice. All scholarships will be doubled for those who choose to attend Gallaudet University. Further, the coffee table book, *Douglas Tilden: The Man and His Legacy*, about the famous deaf sculptor whose statues adorn the streets of San Francisco, Calif., will be awarded to top place winners and their schools.

Winning entries in the essay and sign categories and all art entries will be displayed on the contest website, and winning art and essay entries will be published in *Celebrate!*, the Clerc Center's publication for deaf and hard of hearing students. In addition, all art entries may be exhibited during the Deaflympics in Utah and, later, on the campus of Gallaudet University. ■

Among Ourselves

Dr. Irene Leigh, a professor in the Psychology Department, has become the first woman to receive the Larry G. Stewart Award. (The first recipient of this prestigious award was President Jordan.) She was presented the award for her distinguished contribution in psychology and deafness, Division 22 (Rehabilitation Psychology), Special Interest Section on Deafness, at the American Psychological Association (APA) convention, held in August in New Orleans, La. Stewart was a famous deaf psychologist, administrator, and professor who was a member of the clinical psychology doctoral program at Gallaudet until his untimely passing in 1992. Leigh was elected to Fellow status for the APA's Division 22, effective in January. The requirement for Fellow is that the nominee has made an "unusual and outstanding contribution or performance in the field of psychology" that has had national impact.

Administration & Finance

A & F Student Advisory Board

It's a new academic year and once again A&F has recruited, interviewed, and selected representatives from the student body to serve on the A&F Student Advisory Board (SAB). Board members represent many of the student constituencies on campus. They meet three times each semester and share information—sometimes a complaint, sometimes a compliment—about services provided by A&F departments. That information is given to the appropriate departments, and, if possible, issues or problems are resolved, repaired, or improved. Occasionally problems cannot immediately be resolved but are placed on a long-term project list for future consideration. Whether resolved or not, all comments from students and responses from the A&F departments are shared with the entire student body. The SAB is invaluable to departments within A&F.

Members of this year's SAB are:

Jason Bailey, Susan Brandt, Trevor Brennan, Kenneth Darensbourg, David Ferrer, Richard Goode, Linda Greeno, Candi Harbison, Erica Hossler, Jacob Leffler, Trudalene McNece, Casey Przygoda, Vivienne Schroeder, Bethany Shelly, and Catherine Sienko.

Students are encouraged to channel complaints, compliments, or comments regarding A&F services through one of the above members. Information shared at meetings helps to make the campus a better place to live and learn. ■



President Jordan and President-designate Jane Fernandes greet new Admissions Office recruiters (from second right) Jessie Jones, Brooke Aldrete, and Summer Crider in the President's Office on September 1. (Also pictured is Darian Burwell, recruitment coordinator.)

Campus Calendar

September

22—Graduate School Open House, 8:30 a.m.-2 p.m., SUB MPR

23—Parliamentary procedure workshop, 9 a.m.-5 p.m., SUB MPR, open to the public

27—Lecture: How to Move Forward When You Feel Like Quitting, 7 p.m., SUB MPR

30—MSSD Homecoming, 2-5 p.m., MSSD football field

October

2—Monthly PFLAG meeting, 7-9 p.m., HMB S135

3—Bon Appetit's Eat Local Challenge (see page 4)

4—GRI First Wednesday Research Seminar: The Effects of the Star Schools Bilingual in-Service Training Model on Teachers of the Deaf, noon-1 p.m., SAC 1011

5—Board of Trustees Meeting, GUKCH; National Depression Screening Day, 10 a.m.-3 p.m., SUB MPR

Gallaudet Fact—

A. The answer is C: 21 buildings have been renovated over the past 14 years.

(Fact from *Fast Facts 2006*, published by the Office of Public Relations)

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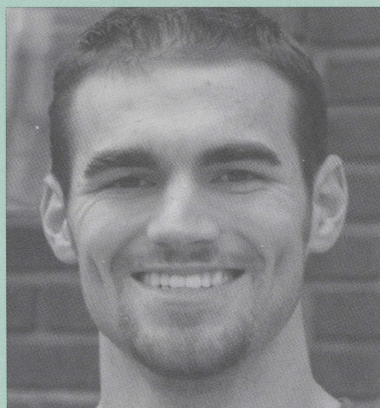
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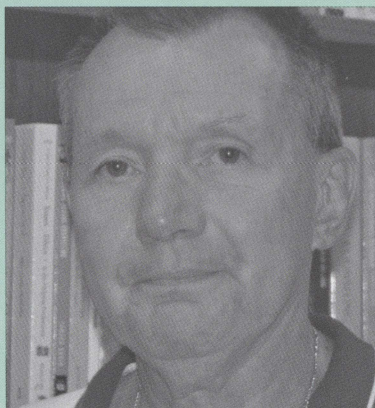
Roving Reporter

Where were you on September 11, 2001? What do you remember most about that day?



I was a senior in a mainstream high school. I remember seeing the TVs on, showing the plane flying into the [World Trade Center] building. There was no captioning so I had no idea that it was not an accident until later in the day. I will never forget that we were unable to reach my cousin who works across the street [from the World Trade Center] for two days.

Allen Sheffield, graduate student



On the evening of 9/11 I was asked to be at the Pentagon to assist the rescue workers. I was requested by the Wendt Center for Loss and Healing. I spent from 9 p.m. to about 2 a.m. at the Pentagon talking to the fire fighters and rescue workers who were attempting to locate the missing victims and put out the fires.

Frank Zieziula, professor,
Department of Counseling



At the time, I was in the Philippines where there is a 12-hour time difference. I was sleeping when the planes hit and I had no idea what happened until my brother called me at about 11 p.m. I turned on the TV and was shocked by what I saw. At work over the next few days, everyone was amazed that those famous buildings just came down.

Florinda Africa, parking and ID
clerk, Department of Public Safety



I remember listening to NPR (National Public Radio) on my way to work and learning about a plane flying into the Trade Center, then arriving at work and seeing the smoke from the Pentagon attack. It was very scary.

Susanne Scott, outreach specialist,
Cochlear Implant
Education Center

e-Curriculum '06 offers the latest technology in student learning assessment

Following Commencement, a number of faculty and staff postponed their summer vacations to get up to speed on the latest technologies in student learning and assessment through Academic Technology's (AT) e-Curriculum 2006 program. This year's theme was Transforming Assessments Using Blackboard Tools, and the workshops highlighted assessment features that are newly available in Blackboard 6.3. A total of 77 participants, by far the highest number in the program's five-year history, took part in the three-day intensive training workshops that took place over a six-week period.

The summer e-Curriculum programs are planned by Earl Parks, e-learning manager, and Vyacheslav Klimov, Shannon Augustine, Jacquelyn Lally, and Deirdre McGlynn, e-learning facilitators. "The idea is to train and inspire faculty to use technology to empower student learning," said McGlynn. "It's also a chance for them to interact with faculty from other departments who have interesting ideas related to how a given technology tool can be used in the classroom."

One of the e-Curriculum sessions was customized for the leaders of the First Year Experience (FYE) program. Judith Termini, FYE coordinator, said that this summer's participants from FYE will integrate into their program what they have learned about the Blackboard Content System, which includes an online filing system for First Year Seminar (FYS) students to save their assignments, and an electronic portfolio creation tool, since all FYS students create an e-portfolio for their majors and careers project. "Because FYS is the only course required of virtually all new students, it's the logical place to introduce

them to all of the aspects of e-learning on campus," said Termini. "Every May, our instructors receive training in the latest that the e-Curriculum folks offer. We have a wonderful relationship with them." She added that e-Curriculum staff often come to FYS classes to teach specific skills, and spend many hours with FYS students during their e-learning lab hours, helping them with their FYS projects.

Another technology tool for assessment that is rapidly gaining in popularity is TurningPoint, which brings real-time interactivity to Powerpoint. TurningPoint is a student response system in which students use remote "clickers" to give immediate feedback on their comprehension of a subject. Dr. Jorge Santiago-Blay, an assistant professor in the Biology Department, talked about teaching with TurningPoint to turn his Powerpoint lectures into interactive, full participation events. As a new signer, Santiago-Blay said he liked how the technology gave him a direct way to interact with the students.

Other Blackboard 6.3 new assessment features included the Performance Dashboard, which allows teachers an overview of the progress individual students have made; Adaptive Release, which allows instructors to customize the learning sequence, and an array of new question types, like Jumbled Sentence and Opinion Scale. Also covered were third party tools that integrate with Blackboard such as Safe Assignment, a Blackboard-integrated plagiarism detection tool, Re:Mark, a tool for online marking, measurement rubrics, and peer review; Respondus, for rapid creation of assessments and StudyMate, for creating fun, flash-based, self-paced activities.

Another highlight of this summer's e-

Curriculum experience was the first-time use of real-time captioning for some of the workshops, a feature that participants agreed was helpful and worthwhile, according to the results of an evaluation survey conducted by AT staff.

"As an interpreter, my experience with real-time captioning has been very positive," said Rachel Rose, a freelance interpreter for Gallaudet Interpreting Service. "The real-time captioning board provides a medium for people with various language preferences towards access to communication in a fast, reliable, and user friendly way. More input and feedback

from the D/deaf community is essential in making this a valuable tool for the entire University."

Such evaluation survey outcomes, as well as the learning goals that people who enroll for an upcoming e-Curriculum summer program list on their application forms, guide AT staff in deciding on workshop topics. For example, McGlynn said that this summer some participants said they would like more time for hands-on practice with the technologies presented, a factor that will be taken into consideration for the 2007 program. ■



Graduate social work students held a fundraising bake sale to support their Guatemalan Deaf Empowerment Project on September 6. This was just one of their fundraising efforts leading up to the start of a special program set for November. Their goal for this program is to bring two leaders from the Guatemalan deaf community to Gallaudet to study leadership and interpreting. Pictured here (from left) are student Jill Grosky, Dr. Barbara White, director of the Department of Social Work, and students Karen Gudelman, JennyLynn Dietrich, Lauren Frank, Al Sandoval, and Christine Klein. These students were all involved in a summer study abroad program in Guatemala. Blog entries and photos from the trip can be found at news.gallaudet.edu/?ID=9196.



Richard Morin, senior editor for the Pew Research Center, chats with Lindsay Dunn, special assistant for advocacy in the President's Office, following Morin's September 7 lecture, describing a survey whose respondents indicated discrimination based on skin color in the degree of assistance various groups may have received after Hurricane Katrina.

Diversity Lecture

continued from page 1

recounted a dangerous misunderstanding with police. In the latter case, police officers pointed guns at two African American deaf men and ordered them to lie on the ground. The tense situation arose because the men did not hear the officers call to them and were not able to explain that they were deaf.

Institutional audism was evident in cases where the needs of deaf people were simply ignored, McCaskill and Zernovoj said. Members of a Gallaudet contingent who went to the area just after the hurricane reported that Red Cross staff thought no deaf people were affected, although it was soon apparent that many were. The attitude expressed, Zernovoj said, was, "This is a disaster—we don't have time for this."

A similar disparity in services affected people of color. McCaskill said that more care was taken to keep white families together, while many African American families were split and forced onto different buses toward different destinations. In some cases, children did not see their parents for weeks. McCaskill saw this as a part of the institutional racism that has existed since antebellum days, when black families were carelessly torn apart by slavery.

Media coverage, overall, showed a sinister streak of racism and audism. Zernovoj gave the example of two contrasting captions describing similar pho-

tos. Under a photo of African American people carrying items taken from a store, the caption said that they had "looted" the goods. In the caption with a photo of people who were white, the writer said that they had "found" the goods they were carrying, although both groups had apparently stolen the merchandise.

McCaskill noted that the media showed a skewed view of the people affected by the hurricane. While mostly African American people were shown in media coverage—usually looking miserable and depressed—she noticed that in reality, many white people were also victims.

Another finding from the interviews was that when people were members of both minority groups, as in the case of the African American deaf men treated roughly by police officers, they experienced more discrimination. People with these so-called overlapping minority identities suffered the brunt of both audism and racism.

Zernovoj and McCaskill observed positive events as well. The Louisiana School for the Deaf (LSD), for example, was a great help to the deaf community. It became a kind of home base for deaf victims of the hurricane. While housing families, the school continued to operate and take care of its students.

Another example of the deaf community getting better assistance was in the Astrodome. Dispersed deaf and hard of hearing people created a Deaf Section marked by a large sign. During that diffi-



Department of Mathematics and Computer Science Chair Fat Lam (left) recognizes (from second left): assistant professor Camilla Lange (25 years), professor George Ivey (25 years), and professor Howard Egan (35 years) for their years of service to the University.

English Department Chair David Pancost recognizes faculty members in the department who have reached employment milestones at the University: associate professor Leslie Rach (15 years), assistant professor Paige Franklin (10 years), and professor Cynthia Peters (25 years).



cult time when announcements were made only via microphone and other information and services were inaccessible, at least these survivors were able to come together as a community.

The session ended with time for questions and comments, with several members of the audience agreeing with the allegations of audism and racism and wondering if the community is prepared for the next disaster.

Did the media's portrayal of minority victims of Hurricane Katrina affect how the American public responded to the victims' needs for disaster relief? The results of a survey conducted by *The Washington Post* and Stanford University suggest that the way news reports related to Katrina were framed did indeed influence the public's level of giving.

This example of how people display discrimination based on race and gender was explored September 7 by Richard Morin, senior editor for the Pew Research Center in Washington, D.C., and a recently retired columnist for *The Washington Post*, who has done extensive investigation into race in America. His talk was the second in the lecture series.

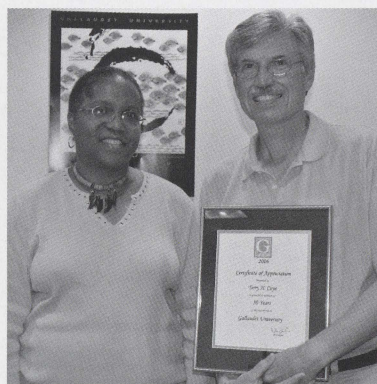
Morin said the barrage of news reports that came from the communities ravaged by Katrina—and the overwhelming portrayal of poor African Americans as victims—gave him the idea to see if race matters when it comes to society's level of giving assistance to people who, in addition to losing family and friends, lost their homes, jobs, food and clothing, and other essentials for life. The survey was advertised for four weeks and drew 2,300 participants. The demographics showed that 86 percent were white, most were liberals, and 84 percent had college degrees. Participants were divided into groups, and each group was given a news story—composites of the numerous articles that circulated during the aftermath of the hurricane: one dealt with looting, another with flood damage, and the third was a general news account. All involved a victim named "Terry." For example, in one article, Terry was a black man, in another, a white man, in a third, a black or white woman.

After reading the articles, participants were asked how much assistance the victim should be awarded, and for how long. The group that read the article

about looting was the most disinclined to provide assistance, and the group that read the general news story was most inclined to give. The results were over \$18,000 for one year for white, Asian, and Hispanic people, and over \$17,000 for black people. "The penalty for being black was about \$1,000," said Morin. He cautioned that while the results of the survey can't be applied to the general population, it suggests nonetheless that the results would be significantly greater if they were representative of the entire country. If so, he said, the discrepancy "would be chilling." Interestingly, Morin noted that a similar survey given to conservatives indicated that they would give the same amount of money to victims regardless of their race, but at a lesser amount—about \$1,200 a month—and for a shorter period of time—nine months.

The surprise of the *Post*-Stanford survey, said Morin, was that even liberal, well-educated people can stereotype others based on ethnicity. Therefore, media coverage can shape audience response. "This represents a significant challenge to reporters: words have an impact," he said.

While many people believe that racial problems in the United States were resolved in the Civil Rights struggles of the 1960s, studies like the *Post*-Stanford survey offer stark evidence that it isn't so, said Morin. "We've come a long way, but we still have a long way to go," he said. While it is difficult for people to talk about race, particularly if they are not a member of a minority group, for fear that they will say the wrong thing, keeping an open dialogue is necessary for progress to continue. For news writers and broadcasters, it is important for them to bear in mind the grave responsibility they have in reporting. "We can be too easily seduced by the sensational," he said. "We can't not report looting," he added, but it is important to keep incidents such as these in perspective when covering a disaster like Katrina, presenting the full context of the human condition, so that the public's opinion is not unduly swayed. ■



Terry Coye, director of Tutorial and Instructional Programs, is congratulated by CAPSS Associate Dean Eileen Matthews.



Deborah DeStefano, executive director of Enrollment Services, congratulates Dr. Nancy Carroll (center), former registrar and current assistant dean for Graduate School Curriculum, Policy and Operations, for 25 years of service to Gallaudet; and Barbara Proctor (right), consortium/graduation certification specialist, for 10 years of service.

Bon Appetit offers Eat Local Challenge - On October 3, Gallaudet's Bon Appetit Management Company is issuing the Eat Local Challenge. One complete menu option will be prepared entirely from ingredients produced within 150 miles of Gallaudet, with salt as the only exception (on average, most food in the US travels 1,500 miles before it reaches your plate.)

Come to the Market Place or the Student Cafeteria to try this local foods menu item and find out more about eating locally.